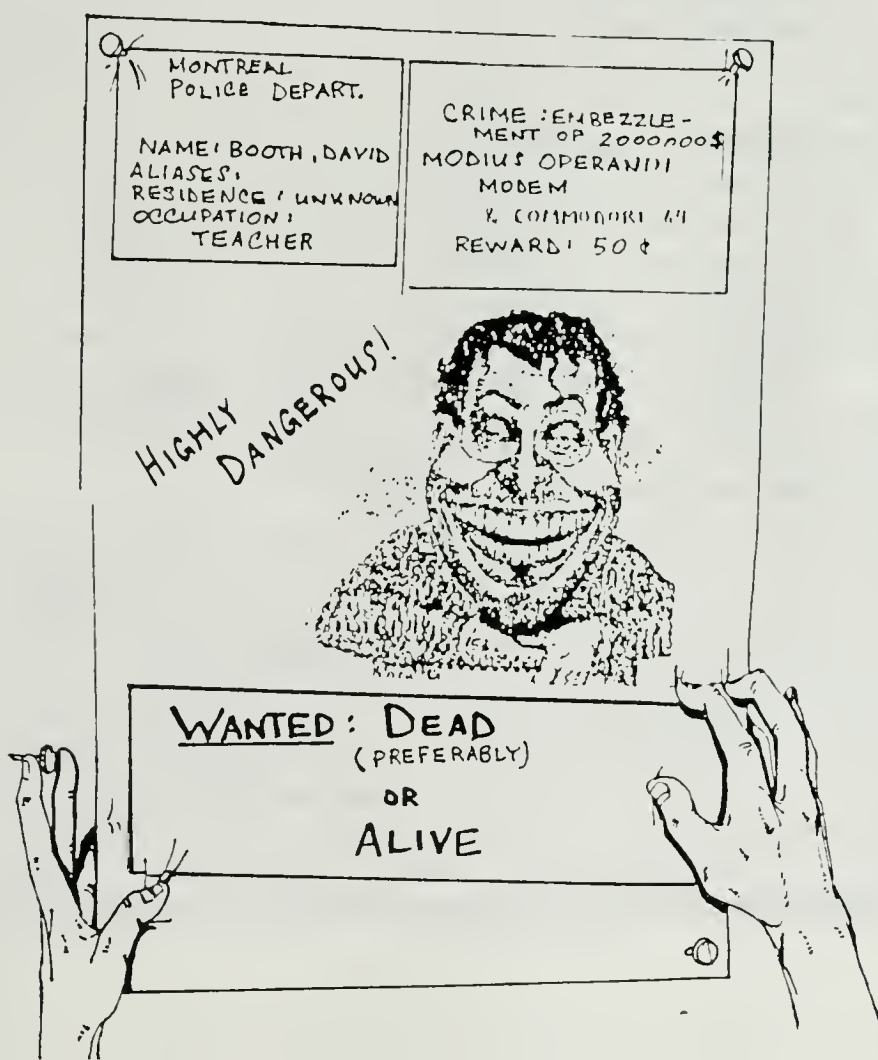


NEXUS PLEXUS SEXUS

S.H.S. MAN OF THE YEAR:

D. BOOTH



Nexus

Volume 3 No. 7

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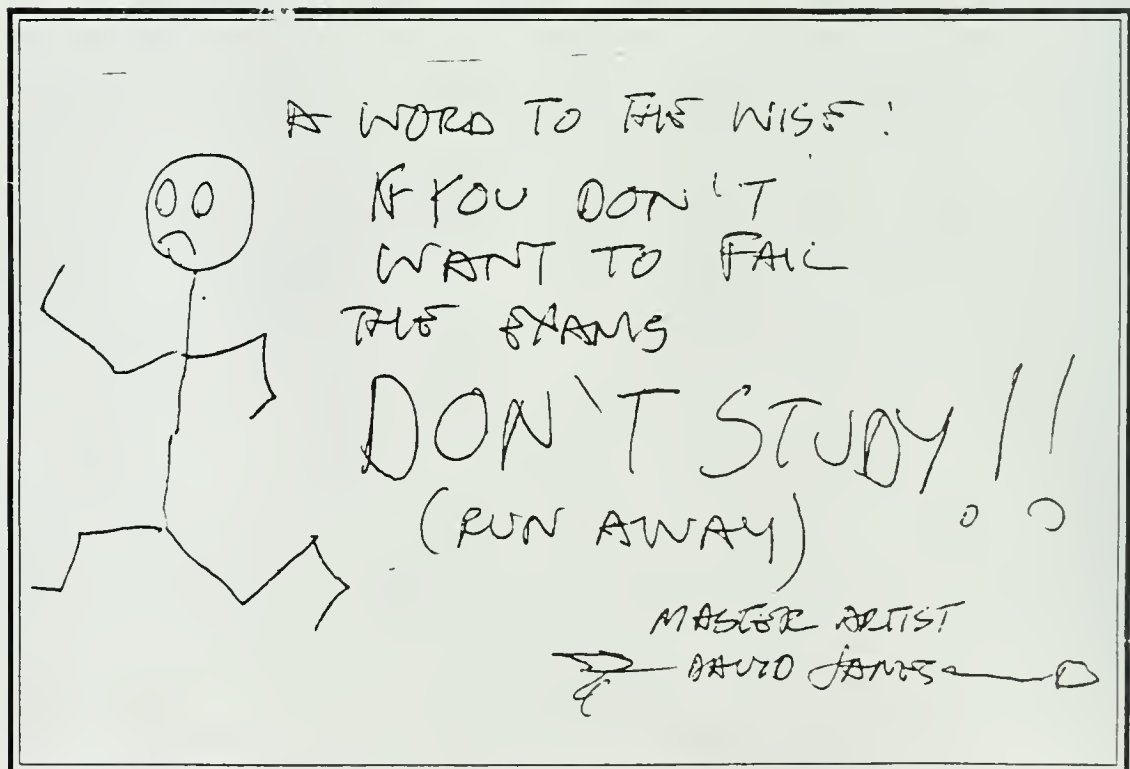
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EDITORIAL

A Necessary Reappraisal

Selwyn House is an excellent school which I have been proud to attend for the past eight years. It has a course of academic study unparalleled at most other schools, dedicated teachers, an extraordinary library, an enormous Phys. Ed. program, and a sense of community rarely to be found in our society. However, over the course of the past year a few long-range problems struck me as deserving attention.

Some of these changes involve reorganization of the curriculum as pointed out in last year's Independent Student Task Force Report: "As far as new courses were concerned, there was a healthy number of students who showed a desire to see a diversification of their studies. Enough interest was shown to justify both a German and a Political Science class. As to whether the school should expand in order to accommodate these interests, a majority of students felt it should" (ISTF Report Summary, Nexus 2.4). Similar interest in diversification of studies has been manifested this year, particularly in the seasonal push for a Philosophy course that was dropped and in the new push for Latin and Greek in Grade 11.

Other changes involve work on the perennially troublesome workload of students. First, because Selwyn House gives its students unusually rigorous academic training, certain periods during the term when ill-scheduled assignments overlap are particularly harrowing. Therefore, a special effort must be made to address this problem, perhaps by assigning certain projects cross-term and by weekly planning sessions involving students and staff. Sec-

ond, "unnecessary assignments and projects should not be given. ISTF members, drawing from past experience, recognized that certain assignments were unhelpful in the learning of a subject. It almost always seems that this superfluous work is the most time-consuming" (ISTF Report Summary). Despite efforts in these two areas, problems persist, especially in cases when entire courses seem ill-designed and unhelpful in learning a subject. Constant revision of courses by a committee of teachers and students is needed, as is a more effective method of planning than the current "test board" which many teachers simply do not respect out of frustration or indifference.

One of the most important areas needing improvement and that has only received minimal attention is the Student Council. Still an ineffective body, the Student Council receives little respect from students, staff or administration. This is not from disrespect for its members, but instead clearly results from their lack of leadership training and their lack of a clear mandate. One change on the Council has occurred: the prefecture now represents Grade Eleven on the Council, thus removing the conflicts that existed in previous years between these two groups.

General problems not noted by the Task Force (which dealt primarily with specific problems) but which relate to the above-mentioned areas, especially the Student Council, include a lack of encouragement of leadership on the part of the administration and staff. They need to offer leadership experience and training not only in Grade 11 to the prefects but beginning in Grades 9 and 10 so that by the time students reach Grade 11 they are more capable of organizing and executing activities on their own; otherwise prefects learn how to be capable leaders entirely during their last

year and only become truly effective just as they are about to graduate. Furthermore, all students should know specifically what prefects and Student Council members are and what they do so that when they elect their peers to these posts they have some idea of what they are voting for. In particular, the prefects should be definitely elected by the end of Grade 10 and these people should attend several workshop sessions led by professionals in August or September to better prepare them for the challenges ahead and to spare them from learning "on the job."

The administration and staff must not only involve the students as workers in school events, such as the recent Old Boys' Dinner, but they must also involve them as directors of the event. By a gradual development of skills over the years, students will be able to assume considerable responsibility for events and activities. At present, these activities are directed by the administration or staff. The administration in general and Mr. Wearing in particular have expressed a desire for student-run activities; however, if students have not the time, expertise or support for these activities, then they obviously cannot even get started.

The last difficulty I'd like to point out here involves the method used by the administration and staff to deal with students' concerns and problems. Instead of responding openly to students when they voice concerns, the administration and staff discuss the problem in staff meetings without conferring with or even reporting back to students. For example, there were no official responses to the Survey of student dishonesty last year, the Independent Student Task Force's Report, my own call for a school constitution which addressed many of the problems discussed in this editorial, Paul Starke's recent Commentary on Assemblies, and my editorial on psychological

abuse at Selwyn House. In one or two of these cases, I later heard that the issue had been dealt with in the way the administration and staff saw fit. This is not the best way to handle student concerns and certainly does little to improve student-staff relationships, a problem area pointed out in last year's Task Force Report. The de haut en bas method of relating to students frustrates students and results in the cry that "talking doesn't accomplish anything."

I would recommend that over the summer a student or a small group of students and staff put together an evaluative report of Selwyn House comparing it to other schools across North America and making substantive suggestions for the school's improvement.

TEACHER OF THE YEAR

Bidding Farewell to Mr. B.

What is a teacher? He is the all-knowing guru who teaches us the values of life; he is the kind and gentle person who teaches us the importance of discipline; and he is the one who passes on to us the invaluable knowledge that he has gained over the years.

Who is the ideal teacher at Selwyn House who fits this description? Why, it is no one but the all-loving and all-knowing MR. BOOTH. No other teacher is as considerate as he is, spending his valuable time educating us with the trivialities of Computer Science. Did you know that when you add a transformer microchip the size of a red blood-cell to a 16738 converter chip, it is

able to transmit information an entire nanosecond faster than before? Boy, I tell you, you learn something new every day in that class. As a matter of fact, my mind gets automatically psyched up to devour more of his edifying trivia whenever I walk into his classroom! It's unbelievable! But the fun doesn't end there. No, sir! Mr. Booth, believe it or not, thinking of everyone but himself, even spends his valuable time teaching us to become perfect. He was once so kind as to make us copy down the alphabet that he had written on our test paper, informing us afterwards that he had left out a letter (boy, wasn't that tricky!), and he sweetly draws a skull and crossbones on the test papers of his imperfect victims and indicates with his thick, red ink of his marker that they have lost half their marks due to their fallibility.

You may be wondering how it is possible for a teacher to have so many good sides to him but none that are bad. What, you may ask, does he do when he gets angry? Angry? ANGRY??? Why, that never happens! Even if you bang on the keyboards and rub your comb on the microchips of the new computers, Mr. Dave, as his "friends" know him, will simply be kind to you and instruct you in the importance of corporal punishment and discipline through personal experience! What a guy! Finally, last but not least, this terrific teacher has taught all of his students the key element to success in life: how to grovel.

I have never really had the opportunity to thank Mr. Booth for giving me the unique opportunity of being one of his few fortunate disciples. I feel very sorry for all you Grade 9 and 10 students who will not have the privilege of having Mr. Booth to teach you Computer Science next year. But if you were to be given that unique opportunity, I am certain that when you were told to fill in the name of your favorite teacher on

your Computer Science test papers, you would without hesitation write that of your beloved computer science teacher: Mr. Booth. Once again, I express my heart-felt gratitude to Mr. Booth for making me a better person, fully educating me in the fields of discipline and infallibility and for answering my question answered about whatever happened to Rosemary's baby.

Adrian Rösiö

ESSAYS

Congratulations! You have got a detention!

"They are building the new cars with more and more power, probably because too many pedestrians have been escaping."

After eight exhilarating months at Selwyn House, one might expect that this article would appear as a list of academic, athletic, and artistic triumphs for the school year. However, I think it is much more important that we recognize and deal with current problems. These problems should not be carried over into the next school year; they must be dealt with now.

As our Headmaster might put it, "we have slipped." And indeed we have. The problem I would like to address is that of the detention system.

Students are given detentions for good reasons and petty reasons. A good reason, for example, is for having an overdue library book or poking your lab partner's eye out with a compass point. A petty reason for having to serve a detention might be for trotting at high velocities through the corridors, or, may flocks of angels preserve us,

projecting a bit of collected frozen rain towards one of one's peers.

I cannot quarrel with the fact that detentions are given out to students for committing such delinquent acts. In fact, whichever argument I choose to present against such detentions will be refuted with the "civil order clause" or the "safety of the students" speech. The hard-nosed disciplinarians tend to forget, however, that no matter how many times you choose to reprimand Valdmanis for lunchroom chicaneries and overall grossness, you will be thwarted in your efforts to civilize him.

My trouble with our school's punishment system lies in the Biology Lab at 7:30 A.M. Once your name appears on the list (scripted in calligraphy very beautifully by M. Maheu) you are to appear at the Bio Lab the next morning. So you wake up a little earlier and you haul your behind down to the school so that you can keep your appointment with the law. What, may I ask, is the reasoning behind giving someone a detention for speeding in the hall and then turning around and forcing the poor kid to run at much higher speeds to make the detention?

Then you sit. You don't do anything; you just sit! You don't read, you don't study, you most certainly don't rest your head on the desk, you just sit. During this process, a man sits behind you with coffee and a morning paper. This man has supreme power over the criminals who must sit straight up for the duration of the detention. What a silly school to engage its students in the most unproductive activity possible! As students we are always reminded of how we must have efficiency in the workplace, yet the powers that be are far from efficient with the twenty-five students present. Might it be a wee bit more useful if one conducted work teams to STAPLE or HOLE-PUNCH, all supervised by the detention master, who, don't fret, would still have supreme power

over the detainees.

But naturally we could not even think of letting students study during detentions because they would do their homework. Again there is inconsistent logic here. Students getting detentions are most probably the ones who have not done their work in the first place. Thus, forcing them to do schoolwork during detentions, or at least allowing students to read, would be logical and thus productive. Absolutely no-one gains from the current detention system and it should be changed as soon as possible.

Anthony Brown

Is Nothing Sacred?

On the front page of the May 7th Gazette there was an article which pointed out a disturbing reality: fictional characters can be traded, bickered over and exploited. Someone pointed out in the 1960's that in capitalist societies even songs can be sold. The stock market now deals in imaginary personages as well. The scenario is the following: the citizens of White River, Ontario, recently discovered that a black bear called Winnie came from their town. Winnie ended up spending much of his life in the London Zoo where he was often visited by one Christopher Robin. He named his teddy bear Winnie the Pooh. His father, A. A. Milne, wrote some books about said bear. These stories will be remembered by all who have read them. The town of White River (pop. 1200) has decided that it would be advantageous to their town's economy if this were known. What better way is there to attract tourists than a huge gleaming statue of Pooh by the highway? The thrifty townsfolk will not rest content until they have milked this "Pooh business" for all it's worth.

Ironically, the Disney Corporation

(who "bought" Pooh in 1961) is not allowing this beacon to go up. One tacky money-minded enterprise is being halted by a larger, tackier, more money-conscious organization. Says Disney's Peter Nolan about Pooh, "Certainly someone can own him. We do!" To any reader of the Pooh books, it is clear that Pooh belongs in the forest, not on a list of Disney's assets nor on a pedestal by the Trans-Canada. I guess Nolan and the residents of White River haven't read up on what they claim to own. The best summary of Nolan & Co's attitude is by Mark Abley of the Gazette: "They don't think--that's what's the matter with some of these others. They've no imagination. A tale isn't a tale to them. It is just a Little Bit Extra on the bottom line."

David Price

A Nicely Squared Education

During the five years that I've been a student here, Selwyn House has been bragging about the nicely rounded education it has given its students. Being exposed to a high level of academics, arts, and sports was the recipe for a well-rounded student, they thought. Little did they know that this was the recipe for a well-squared student. After nine months a year, being bombarded by more high level academics, arts, and sports than any human being can handle, students are numbed and loss of character results. Pressure from fanatical teachers and meddling parents forces students to do the impossible: everything they are told to do. We dove into social hibernation, trying to please our coaches, teachers, and ever-present meddling parents. We couldn't find the time to go out and have the "F" word (fun) like normal people; we have WORK! Computers, calculators, and Mr. Lumsden's math puzzles in Nexus were our entertain-

ment whenever the school made a scheduling mistake that left us with any free time. We were allowed to attend two or three dances a year starting in Grade Nine, and in those few hours students were supposed to make up for the years of social non-existence. through the blare of loud music, smoke and strobe lights we were supposed to meet females and learn how to socialize.

Selwyn has failed to produce the nicely rounded student; instead it is producing a bunch of squares and geeks who do not know how to act in a social situation. One only has to look at the walls during one of our school dances or the number of students who had trouble getting grad dates to see just how many students cannot interact properly with others. Selwyn may be producing some very intelligent, athletic and artistic students, but those efforts are wasted because these students are incapable of dealing with other people and often end up burning out. It has long been known that a high proportion of Selwyn students burn out and fail out soon after graduation, a phenomenon for which nobody has been able to give an acceptable reason until now. They burn out and fail out because when they suddenly become exposed to the pleasures of socializing and dating, they try to make up for all those lost years at Selwyn House and go to excesses.

It's time Selwyn let its students enjoy the curves and the smooth figure of a nicely rounded education to prevent burnouts in the future. Selwyn must find a way of letting its students combine high level academics, arts and sports with a social life. The school might not have the courage to do so, but one must remember that Selwyn has not evolved into one of Canada's greatest schools through the complacency of conservatism; we have been and must continue to be at the cutting edge of education.

This article in no way was meant to

criticize the students who have less than satisfactory social lives, but to press the school into making life happier for students and to help reduce the number of burnout graduates.

Greg Speirs

ABORTION

Legalized Murder

The "March for Women's Equality / Women's Lives" in support of abortion rights was an insult to all those with respect for human life and can be seen as a symbol of the loss of values our society has undergone as a result of the ultra-left wing women's liberation supporters. The arguments presented at the rally, that women should have the right to decide whether she bears a child, that a fetus is not a complete human being, and that making abortions legal on demand will reduce the number of illegal abortions, were poor excuses used to justify their weak case.

It seems that many pregnant women are under the illusion that they "own" their fetus and that, just because the pregnancy occurs in their body, they have the right to destroy it because they are too self-indulgent to face responsibility. What they apparently fail to realize, or don't want to realize, is that 1) it takes two to create a pregnancy, and the current laws, which state that the women alone can decide what to do with the fetus while the man must financially support any decision she makes, regardless of whether he agrees with it or not, are two-sided and prove how society will bend over backwards to cater to these liberals and that 2) a fetus is a human-life-in-

process and to destroy it is murder, plain and simple. As Tom Harper writes in "Heaven and Hell": "Looked at in the abstract, . . . the termination of a pregnancy at any stage is an evil. The fetus in the early stages is not merely a clump of cells without any intrinsic moral value; even the microscopic blastocyst or the zygote is a human-life-in-process, and it is worthy of respect. Thus, use of abortion as a means of birth-control, an escape from reproductive responsibility, is self-indulgent and immoral."

The fact that making abortion illegal will initially increase the number of illegal abortions is well taken. However, as society gains respect for human life and learns to take responsibility for careless pregnancies, the number of total abortions will decrease drastically. Simply put, abortions shouldn't be tolerated, despite the huge demand for them, because murder is wrong. As society's values increase, the demand for abortions will decrease. Pro-choice activists claim that as long as abortion remains legal, women won't have to undergo the anguish they would if they underwent illegal abortions. The Surgeon-General's report states in no uncertain terms that the psychological effects on women after receiving an abortion were exaggerated by pro-lifers. However, what greater price is there to pay than that promised to these murderers by Jesus Christ: "You have heard that it was said to those of old—'Thou shalt not kill,' and whoever kills will be in danger of the judgement" (Matthew 5: 21).

How much more will society's morals drop before we realize that what we're doing is wrong? And how many more lives will be taken before society learns to respect human life at all stages? As Marlene Elwell, organizer of the National Right to Life movement, recently stated, "We live in a throwaway society—if something isn't just what you want, you throw it away. You have

tests to see if the baby is a boy or a girl, and if it's a boy and you wanted a girl, why, you get rid of it until you get what you wanted. If you want a one-boy, one-girl family, you might go through three pregnancies before you get it right. It's a horrible thing. Organizations like the March of Dimes, for example, which was always apple pie and ice cream in this country, is now on a search-and-destroy mission for that imperfect child. Although they're not doing the abortions, they're referring people to abortion clinics."

Tom Richardson

Death Before Life

The one thing needed by the press is an issue. The media will search for an issue, find it, and wear it out until the final moment of its painfully elongated life. It is rare that there is no public issue; usually more than one is present at one time. One of the issues constantly present in the background is the debate over the right to abortion.

At the moment, two opposing sides have seized control of the argument. One of them calls itself "pro-life" and is vehemently opposed to abortion. They feel it is a crime, and should not be legalized under any conditions. Then there are the "pro-choicers." They claim that any woman has the right to abortion, and that it is up to them. These two sides each abhor the other. However, if you have a position on the issue but do not stand with either extreme, you are hated by all.

I believe that abortion should become and remain legal. But I am not pro-choice. I believe that there is more than one reason for the legalization of abortion. I believe that it is possible to be standing right

of center without holding banners and slogans condemning those on the other side of the fence.

Of course, the pro-choice activists do have a distinct point. Any woman should be able to decide for herself whether or not she needs an abortion. One should not prevent others from taking this action simply because one disapproves of the act of abortion. This has been the most difficult aspect of the issue for many to grasp: it is possible to be anti-abortion but pro-choice. This position is the most moderate and the safest and is probably the most clever one that those in favour of abortion can take. But it is not the limit. People should go farther and deeper into themselves concerning abortion.

Pro-lifers claim that the embryo or fetus is a living human being and that it therefore has all the rights and privileges of any other human being. They claim that from the moment of conception it is immoral to reverse the process of nature. True, the unborn being has life. But human life? Is it a person? After two months, the form develops physical human characteristics. But certain important features are missing. To reduce an emotional, philosophical, and moral matter to a base technical level, the unborn creature does not have the powers of reason of a developed man. It cannot think as we can. Therefore we are not halting the process of human life as we know it. Discontinuing the function of an embryo is no more immoral than killing an undeveloped, unintelligent organism.

Those against abortion may still say that in performing an abortion, we are depriving the future world of another member. But is this undesirable? And do we not do this all the time? Reasoning thus, birth control must become illegal. To raise the issue to the ridiculous, we must be required to reproduce as frequently as possible! Abstinence is then immoral!

Legal abortion on demand will lead to a reduction in the number of illegal abortions. Even when abortion is forbidden, it survives. Legalization does nothing but allow those who desire abortions to be able to obtain them without secrecy. When the law forbids abortion, it is done unprofessionally in back-alleys by people that would usually not be allowed to perform surgery. This creates hazards for those wanting an abortion. Only by making abortion legal can we hope to prevent this cruel and bloody practice.

Of course, unlimited availability of abortion can cause problems. Only under certain conditions may a woman be allowed to have an abortion. If she, or anybody that she lives with, is abusive; if she does not have the financial, mental, or physical ability to care for a child; or if the atmosphere that the child would be born into is otherwise dangerous, an adoptive parent must be found. This may also occur if the woman has a valid reason for not desiring the child, such as its conception through rape. A foster parent found by the government must be responsible, reasonably able financially, physically and mentally stable, and non-abusive. If, however, no appropriate parents desire to take over legal possession of the child, then an abortion should be performed.

It is true that there is nothing more sacred than human life. But the fetus does not possess human life. And, even if you believe it does, you must allow others to decide upon and exercise their beliefs personally. It is the right of every woman to be able to receive an abortion if one is required. Legal abortion is important and imperative. And I hope this can be conveyed without taking a side.

Matthew Pelton



We shafted you, sir!

POLITICAL RAMBLINGS

The Real Issue: The Budget

During the last week of April, Finance minister Michael Wilson's budget was prematurely stolen/leaked to the public. This potentially catastrophic incident was heightened when irrationality prevailed on the part of opposition leaders. Calling for Mr. Wilson's resignation, Liberal leader John Turner and New Democratic Party head Ed Broadbent believed that they could unjustly capitalize by gaining some support. Unfortunately for them, the Canadian public, including myself, did not buy their story; thus, Mr. Wilson's integrity was maintained, and the budget stands ready for criticism.

The hype and excitement that led up to the release of the budget had everyone thinking that massive spending cuts and certain tax hikes would occur. Trying to make their budget seem less cruel than

expected, the hype enabled the government to influence the business community through the lowering of the deficit, and labour by making it seem less extreme than they thought. The result was that Mr. Wilson's budget was criticized by the left for being too severe on everyone and everything and by the right for relying too much on increases in taxes and for not cutting the deficit enough.

When the government decided to cut the deficit they should have relied more heavily on cuts in unnecessary spending. With severe cuts in spending on all programs, the government would have shifted the emphasis from a wild, spending central planner to a more desirable, low intervention, national organization.

In realizing... Enough!

It's May and I'm sick and tired about discussing politics. (And I really don't care that this is a one sentence paragraph.)

Marc Macdonald

FUTURE

Nexus in 1989-90

This issue is the final one in Nexus's third year of operation. In that time, we've published 21 issues, some featuring excellent writing, opinion, and art, and some "thin" issues I'd rather forget. Altogether, though, I've been gratified by the generally interested response of students and staff to this, our school rag, and been proud of the achievements of the contributors and editors.

As staff advisor to this effort, I've been privileged to work with some very talented students. Sywa Sung and Nha

Voduc, among others, have created remarkable artwork for our covers. Anthony Muller and now David James caricature whatever moves. Too many students to name have written good pieces about school issues or world issues. Our first senior editor was Reza Dibadj, Lucas Medal winner and current Harvard student. Our second senior editor was Jared Tobman, Lucas Medal winner and soon-to-be freshman at Harvard. This year our senior editor has been Blake Ferger, whose outstanding scholarship and involvement in the school's life will also be recognized with awards. He, too, will attend an excellent college. Do you notice a trend?

Involvement in Nexus does not itself induce accomplishment or academic success, nor should it be viewed as a necessary item to include on a CV or an application form. Rather, boys already busy with the demands of our school's programmes volunteer precious time and energy to provide a forum for lively discussion of their ideas, and the ideas and reflections of their classmates and teachers. Why do they do it? I like to think that they care about what is happening in their school and their world. People like this are usually easy to recognize.

I'm pleased to announce the editorial "line-up" for Volume IV of Nexus. Patrick McEntyre replaces Adrian Rosio as Layout Editor. (Thanks, Adrian, for your many hours of skilled work!). Prosanto Chaudury will join Warren Valdmanis and David Price in rounding out this new group who, I'm confident, will continue a developing tradition of excellent work. As always, though, Nexus must rely foremost on the contributions and interest of its readership. Without your support, the enterprise will end.

Geoffrey Dowd

RENT-A-FRIEND

"Hello, there, friend. Yes. You are my friend. You may think you don't have any, but I'm here for you. I'm your Rent-a-Friend buddy. And I'm always here."

This brand new service being offered by Selwyn House is the latest in social aids. For only \$5.00 an hour, a friend to your specifications will be provided to be with you. We here at Selwyn House know that it can be difficult for some to socialize, so we're offering this service to help the needy. If you decide you want to join our group, then call us at 1-800-FRIENDS for more information.

Membership has its privileges.

Jeffrey P. "Has Friends" Scott

SPORTS

Last Fishing Article of the Year: WHY TO FISH - READ IT!

For the past two years, fishing articles in Nexus have been frequent. They have been criticized, insulted, and laughed at. Well, be happy anti-fishermen, this is probably the last fishing article in an SHS newspaper ever.

Fishing is a relaxing and exciting pastime that is incomparable to anything. You can discuss the philosophy of life, school work, or Buddhist beliefs in San Francisco for heaven's sake. To be out on the lake in relation to nature is great, and it's cool to be away from everything. To be alone, or to be with only one person, you are likely to reflect

on the nature of your life and complications that exist. Out on the lake, problems (except for rough water), are non-existent.

So get on the closest lake to your house and fish! Whether it be for bass or catfish, it doesn't really matter as long as you enjoy yourself. But as I've stated time and time again, release your catches if you want to preserve this fantastic resource.

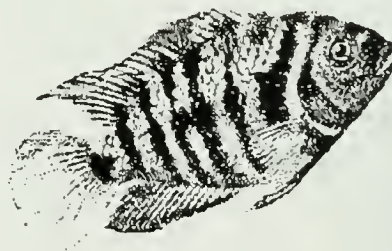
Forget school
Forget problems
Forget pressure
Forget life
Go fishing

So have a great time this summer and do some fishing alone or with a friend (even better) on a lake, river, stream, or pond from a boat, shore or even while swimming. Remember that fishing is underrated and is not an answer, but a solution to problems.

For the last time,

CATCH AND RELEASE IS A LIFE OF
PEACE!

Minya Gavrilovic



GOSSIP

Sean Gilman and his brother made a pilgrimage to Vermont to buy an Alf doll.

ECONOMICS GOBBLEDY- GOOK

Get ready, Grade 10 students. Next year, you will all have to take the wonderful course of ECONOMICS 602-514 (Barrarnomics) with Mr. Barry Williams (The Barrard). If you understand what he says, you will pass economics.

Match the following:

LIST A - Barrard's expressions

- A. I need my reading glasses.
- B. Walk into a brick wall.
- C. You're in deep you-know-what.
- D. Way back when.
- E. Old Fart.
- F. Take a vocal chord break.
- G. St. Jean de Baga Whatever (usually Popcorn)
- H. Belly-up.
- I. Finish your breakfast.
- J. I'll suggest to you.
- K. Stop fondling him and leave him alone.
- L. Get dressed / put some clothes on.
- M. No bloody hope in hell.
- N. Harry.
- O. Multiple Guess.
- P. Come to class.
- Q. Going once. Going twice. Yesnomaybe-thankyou?

LIST B - Translations

- 1. When he wants you to pay attention
- 2. When he wants you to do up your top button
- 3. What he says when you're in trouble
- 4. When there's no escape
- 5. His favorite city
- 6. His everyday person
- 7. When he can't read something
- 8. What he calls your father
- 9. When a company goes bankrupt, it goes...
- 10. When he wants you to stop talking
- 11. When he refers to the past
- 12. When he wants you to stop fighting
- 13. When he wants you to wake up
- 14. When he wants to give you advice
- 15. What his tests consist of
- 16. When he want you to spit out your gum
- 17. When he offers you something

Lawrence Chen

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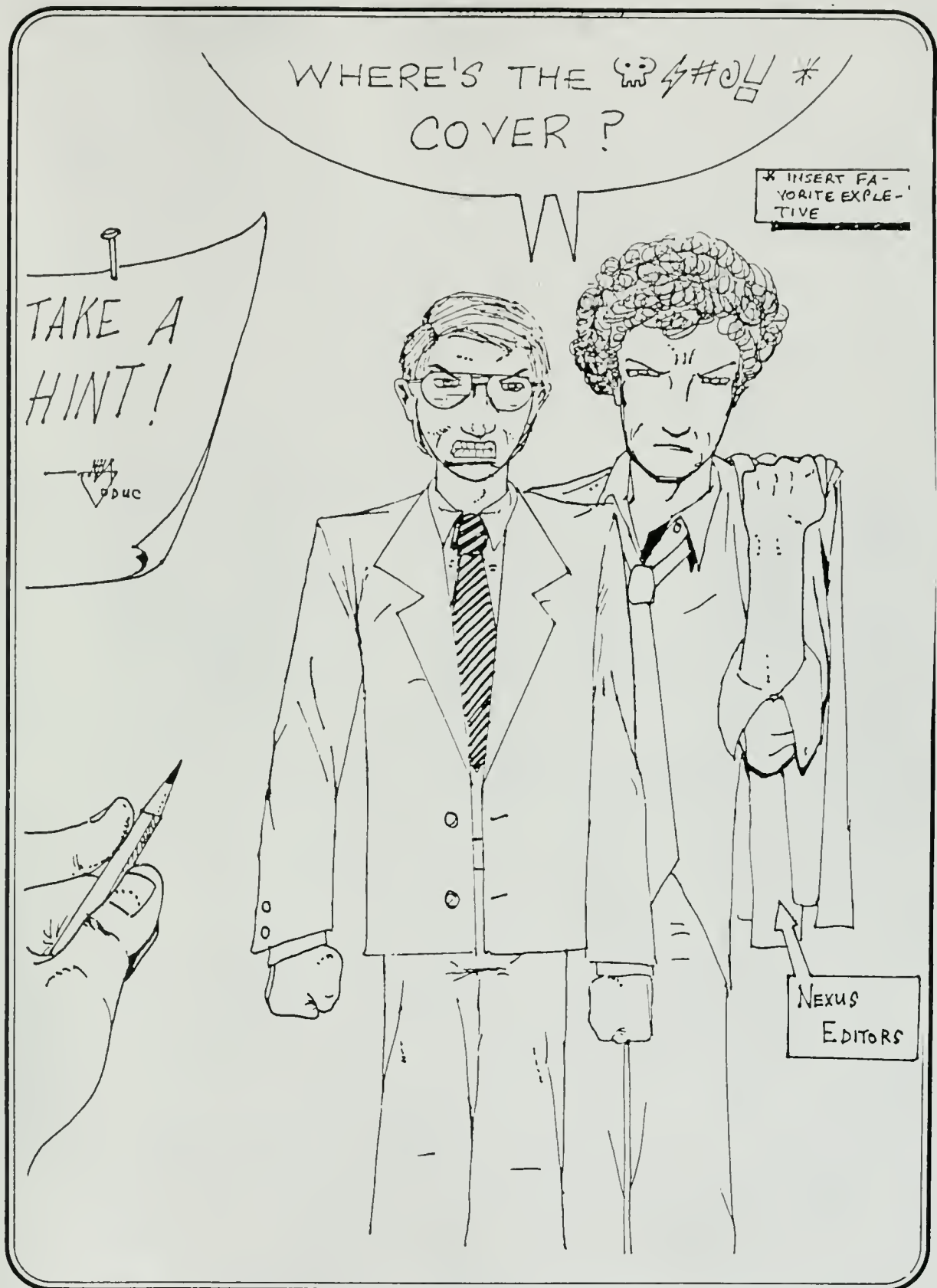
Football

Joe Montana (49ers)
Roger Craig (49ers)
Dwight Clark (49ers)
Lawrence Taylor (Giants)
Eric Dickerson (Colts)

Basketball

Magic Jackson (Lakers)
Larry Bird (Celtics)
Michael Sordan (Bulls)
Charles Barkley (Sixers)
Patrick Ewing (Knicks)
Karl Malone (Jazz)
Marc Aguirre (Mavericks)
Clyde Drexler (Trail Blazers)
Baseball: Roger Clemens (Red Sox)
Kirby Puckett (Twins)
Alan Trammell (Tigers)
Gary Gaeffi (Twins)
Cal Ripken, Jr. (Orioles)

Contact **Karl Werleman** in 9B (tel: 937-3247)



STUDENT SURVEY

The school is in the process of developing what is called a “mission statement,” an expression of the general purpose of an organization. The object is for this statement to inform and influence the various academic, extra-curricular, athletic, and other policy decisions our “organization” undertakes. From such a basic statement of philosophical consensus, programmes or policies can be evaluated effectively. Much work has already been done in thinking through what our guiding principles should be: faculty/staff, the board of directors, and Old Boys have all contributed time and thought to this enterprise.

What students have to say—as this journal often demonstrates—is thoughtful and perceptive. I'd like all students to share their thoughts about what this school's educational objectives and priorities should be. I'm not asking for you to write down petty complaints about the food or the names of teachers you like. Rather, I'm looking for interested students to think seriously about what principles should guide our school. Your ideas may be expressed as descriptions or prescriptions. Either way, they will be very helpful when a final committee convenes to formulate a statement that combines thinking from all constituencies in the Selwyn community.

Please write your thoughts in the lines below and return them to me soon. Let me suggest that you express your objectives in point form, perhaps beginning with an infinitive (eg. "To develop..."). If you need more space, by all means write more! Thank you.

Geoffrey Dowd

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.